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ABSTRACT

One hundred thirty schools in 74 nations met the criteria for assistance as American-sponsored overseas schools in 1970-71-nonsectarian; nonprofit elementary and secondary schools; established and maintained by American groups; enrolling American, host-country, and third-country youth; and following basically American or binational curricula and under the direction of American-trained personnel. Each school has been organized within the framework of formal and/or informal agreements with the host country. Typically, they are governed by a formal association of parents who elect a board of education to serve as their policy-making representative. Maps, figures, and graphs present demographic data about the students enrolled in these schools. The pamphlet reports on teacher preparation, curriculum development, and school-community relations at these schools. (Author/MLF)

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An Investment In Human Futures

A report by the Commission for the Assessment of the Intercultural Contributions of the American-sponsored Overseas Schools.

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EA 007 461

"No goal could be greater than to make the next generation the first in this century in which America is at peace with every nation in the world."

President Richard M. Nixon

"The future of man on this planet will be greatly affected by our capacity to understand each other's cultures, problems, and motivations, and by our ability to adapt together to meet new needs and disseminate new knowledge. It will also be affected by our ability to solve prevailing social problems, such as narcotics abuse and population growth. In the past, men have often been bound together for survival by bonds of mutual fear. Our survival now requires that our common bond be shared knowledge. Improved understanding will not necessarily bury old antagonisms, but misunderstanding is certain to contribute to them. It is therefore important that we increase communication, understanding and cooperation among people as among nations."

United States Foreign Policy
1969-70
A Report of the Secretary of State

". . . links of friendship must one day encircle the world, if its people are to survive and live in peace."

President Dwight D. Eisenhower

Foreword

The Commission for the Assessment of the Intercultural Contributions of the American-sponsored Overseas Schools was appointed by the American Association of School Administrators in June 1970. The Commission was charged with the responsibility for examining the programs and activities of the 130 American-sponsored overseas schools and preparing an assessment of the contribution to intercultural understanding made by those schools.

The Commission is pleased to render this report of the evidence that American-sponsored overseas schools are indeed making a magnificent contribution. It is regrettable that only a small portion of the evidence accumulated in pictures and children's writings could be presented in this publication. Nevertheless, the Commission feels that the evidence presented in this short report substantiates our conclusion that the schools are contributing effectively toward the fundamental objective of promoting the peaceful progress of mankind.

The fact that the American-sponsored overseas schools have become focal points for efforts of many individuals, institutions and agencies will make this report of interest to government, industry, the organized educational professions, parents, teachers and youth.

Honest questions and equally honest answers embarrass the male interpreter as young women from a Pakistan culture class at the Lahore American Society School discuss matters of family planning with the women of a nearby village.

Contents

In the Beginning 7

And Now 9

Pupil-to-Pupil 11

Teacher-to-Pupil 20

Teacher-to-Teacher 24

Curriculum Development 26

School-to-Community 29

Parent-to-Parent 32

School-to-School 33

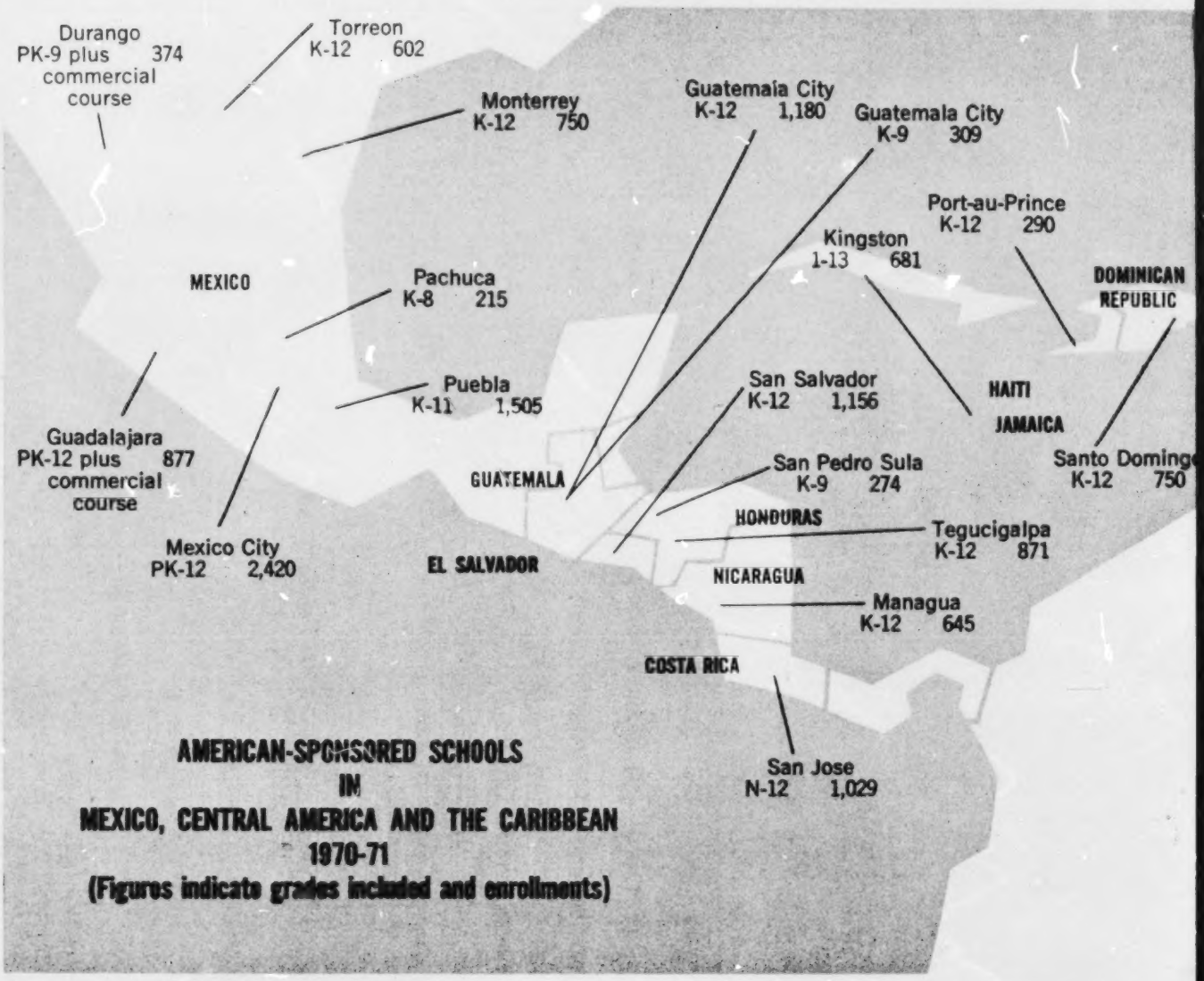
Boards of Education 38

Other Involvement 39

In Summary 40

Afterword 41

Commission Membership 42


Durango
PK-9 plus 374
commercial
course
Torreon
K-12 602
Monterrey
K-12 750
Guatemala City
K-12 1,180
Guatemala City
K-9 309
Port-au-Prince
K-12 290
Kingston
1-13 681
MEXICO
Pachuca
K-8 215
DOMINICAN
REPUBLIC
Puebla
K-11 1,505
San Salvador
K-12 1,156
HAITI
JAMAICA
Guadalajara
PK-12 plus 877
commercial
course
GUATEMALA
San Pedro Sula
K-9 274
Santo Doming
K-12 750
HONDURAS
Tegucigalpa
K-12 871
Mexico City
PK-12 2,420
EL SALVADOR
NICARAGUA
Managua
K-12 645
COSTA RICA
San Jose
N-12 1,029
AMERICAN-SPONSORED SCHOOLS
IN
MEXICO, CENTRAL AMERICA AND THE CARIBBEAN
1970-71
(Figures indicate grades included and enrollments)

In the Beginning

When the U.S. citizen went to live abroad as a government employee, representative of business, or entrepreneur, he carried with him his traditions, values and style of living.

His deep commitment to free public education, emphasis on self-realization, separation of church and state and experience with community institutions caused him to react almost instinctively when it came to making provisions for the education of his children.

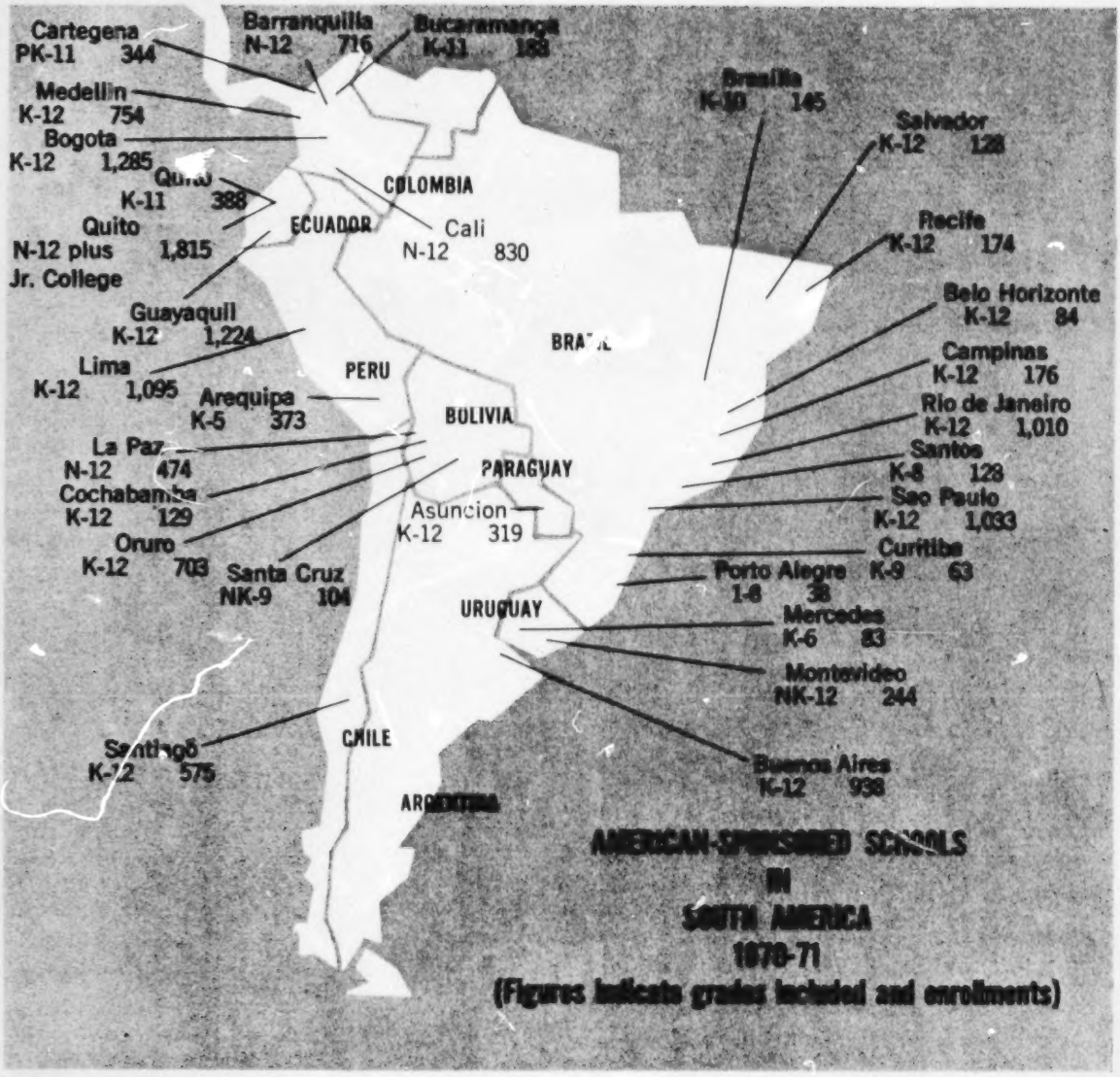
As early as 1880, U.S. citizens living in Mexico City set about the establishment of a school. That first cooperative effort has endured and expanded until in 1970-71 the American School Foundation of Mexico, D.F., provided staff and facilities for the education of 1,740 U.S. citizens, 534 Mexican citizens and 146 children of other nationalities.

Community efforts in other locations throughout the world have resulted in the development of over two hundred schools based all or in part on the traditional model of the American community school. One hundred thirty of these schools met the criteria for assistance as American-sponsored overseas schools in 1970-71:

nonsectarian, nonprofit elementary and secondary schools, established and maintained by American groups, enrolling American, host-country and third-country youth, following basically American or binational curricula and under the direction of American-trained personnel.

Each school has been organized within the framework of formal and or informal agreements with the host country. Typically, they are governed by a formal association of parents who elect a board of education to serve as their policy-making representative.

The Commission notes that most of the governing boards are binational or international in composition. *Often a board provides a unique demonstration in the host nation of democratic process in the development of educational policy.*


Cartegena
PK-11 344
Barranquilla
N-12 716
Bucaramanga
K-11 168
Medellin
K-12 754
Bogota
K-12 1,285
Quito
K-11 388
Quito
N-12 plus 1,815
Jr. College
Guayaquil
K-12 1,224
Lima
K-12 1,095
Arequipa
K-5 373
La Paz
N-12 474
Cochabamba
K-12 129
Oruro
K-12 703
Santa Cruz
NK-9 104
Asuncion
K-12 319
Santiago
K-12 575
COLOMBIA
ECUADOR
Cali
N-12 830
PERU
BOLIVIA
PARAGUAY
CHILE
URUGUAY
Brasilia
K-10 145
Salvador
K-12 128
Recife
K-12 174
Belo Horizonte
K-12 84
Campinas
K-12 176
Rio de Janeiro
K-12 1,010
Santos
K-8 128
Sao Paulo
K-12 1,033
Curitiba
Porto Alegre K-9 63
1-8 38
Mercedes
K-6 83
Montevideo
NK-12 244
Buenos Aires
K-12 938
AMERICAN-SPONSORED SCHOOLS
IN
SOUTH AMERICA
1970-71
(Figures indicate grades included and enrollments)

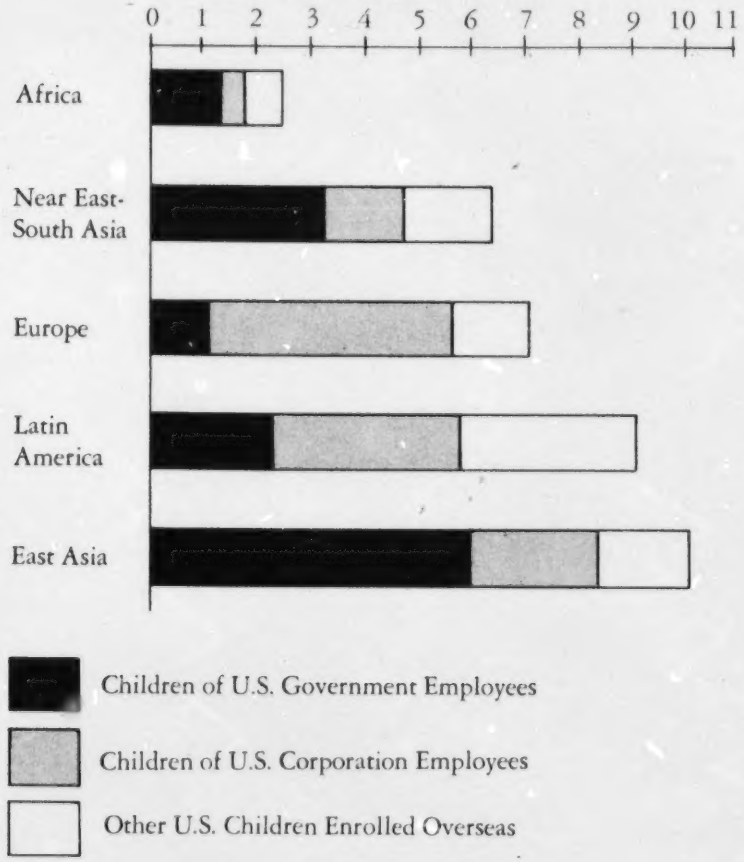
And Now

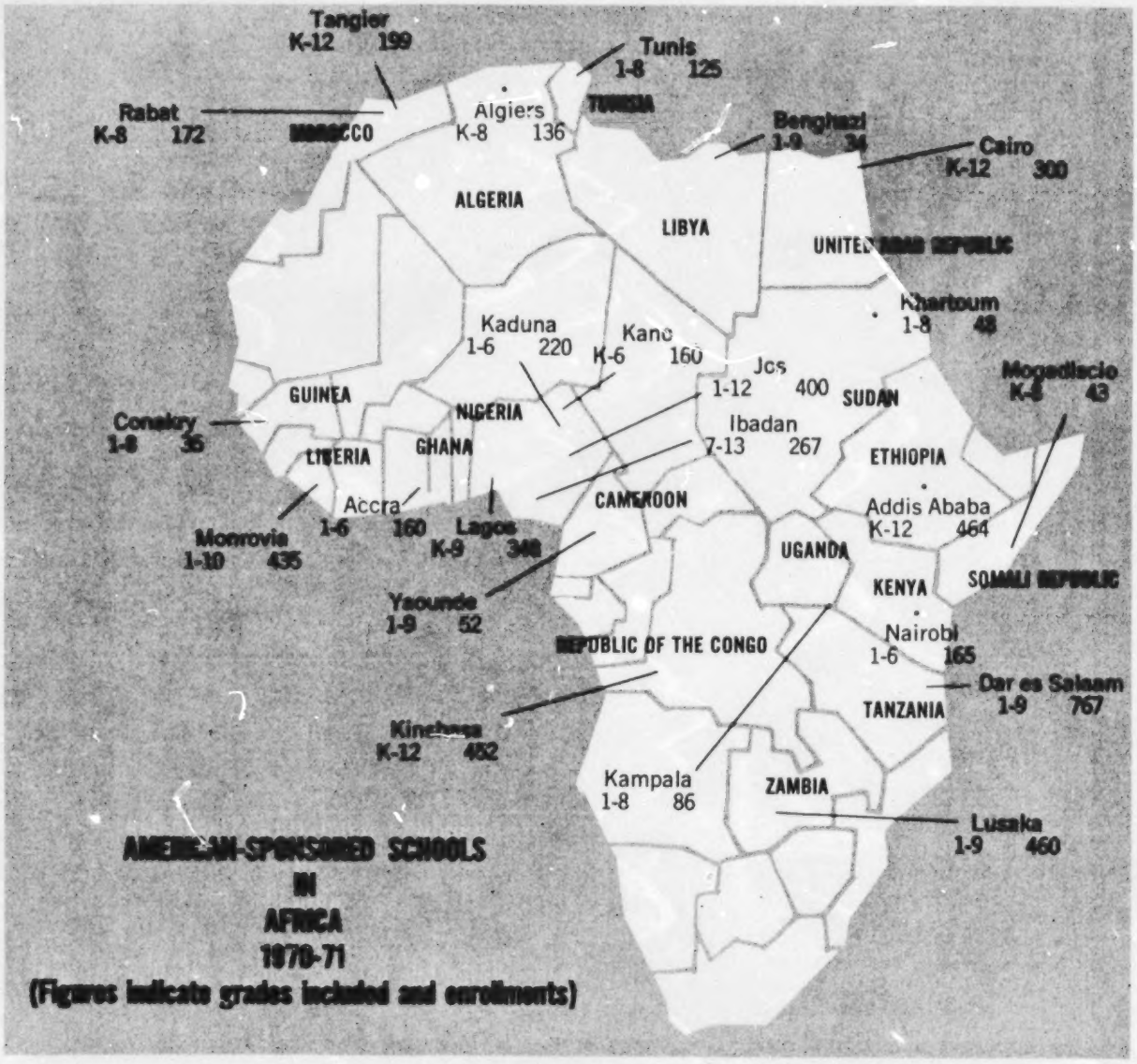
More than 33,000 American youth studied daily with more than 31,000 children from 90 other nations in the 130 American-sponsored schools located in 74 nations during the school year 1970-71.

Of these American youth, 12,948 were dependents of employees carrying out U.S. government programs; 12,051 were dependents of employees of U.S. business firms and foundations and 8,166 were dependents of other private citizens.

These 64,487 youth were motivated and guided by 5,138 teachers and administrators—2,711 were U.S. citizens and 2,427 were non-U.S. nationals from 60 nations.

The American-sponsored schools provide more opportunity for prolonged person-to-person international association than any other single institution or program. They are vital and effective laboratories of international understanding.


0 1 2 3 4 5 6 7 8 9 10 11
Africa
Near East-South Asia
Europe
Latin America
East Asia
Children of U.S. Government Employees
Children of U.S. Corporation Employees
Other U.S. Children Enrolled Overseas


Tangier
K-12 199
Tunis
1-8 125
Rabat
K-8 172
MOROCCO
Algiers
K-8 136
TUNISIA
Benghazi
1-9 34
Cairo
K-12 300
ALGERIA
LIBYA
UNITED ARAB REPUBLIC
Khartoum
1-8 48
Kaduna
1-6 220
Kano
K-6 160
Jos
1-12 400
Mogadiscio
K-8 43
GUINEA
NIGERIA
SUDAN
Conakry
1-8 35
Ibadan
7-13 267
LIBERIA
GHANA
ETHIOPIA
Accra
1-6 160
CAMEROON
Addis Ababa
K-12 464
Monrovia
1-10 435
Lagos
K-9 348
UGANDA
KENYA
SOMALI REPUBLIC
Yaounde
1-9 52
Nairobi
1-6 165
REPUBLIC OF THE CONGO
Dar es Salaam
1-9 767
TANZANIA
Kinshasa
K-12 452
Kampala
1-8 86
ZAMBIA
Lusaka
1-9 460
AMERICAN-SPONSORED SCHOOLS
IN
AFRICA
1970-71
(Figures indicate grades included and enrollments)

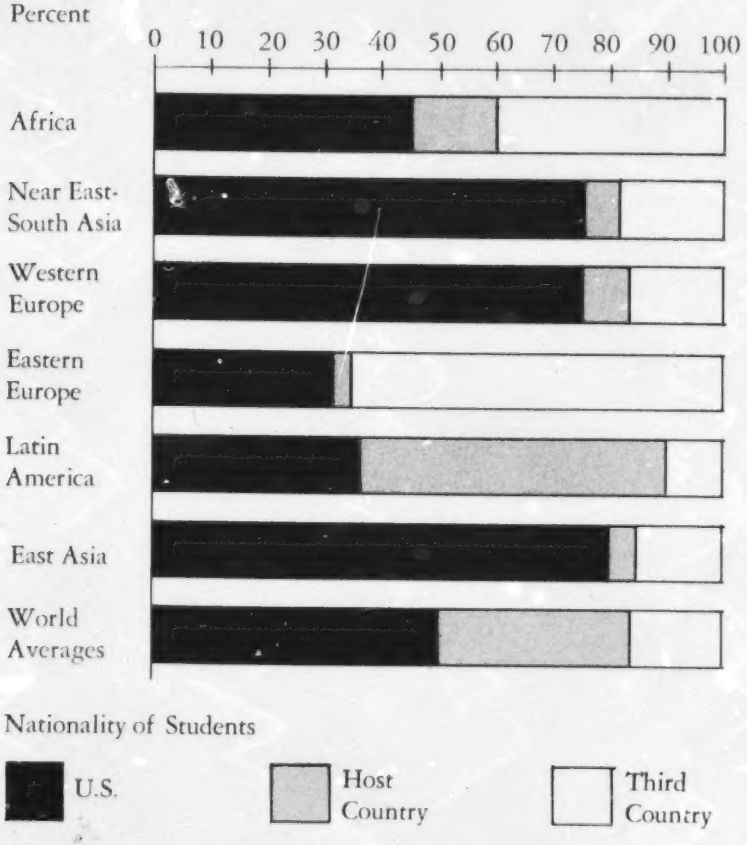
31,322 pupils from 90 nations attend school daily with 33,165 U.S. nationals.

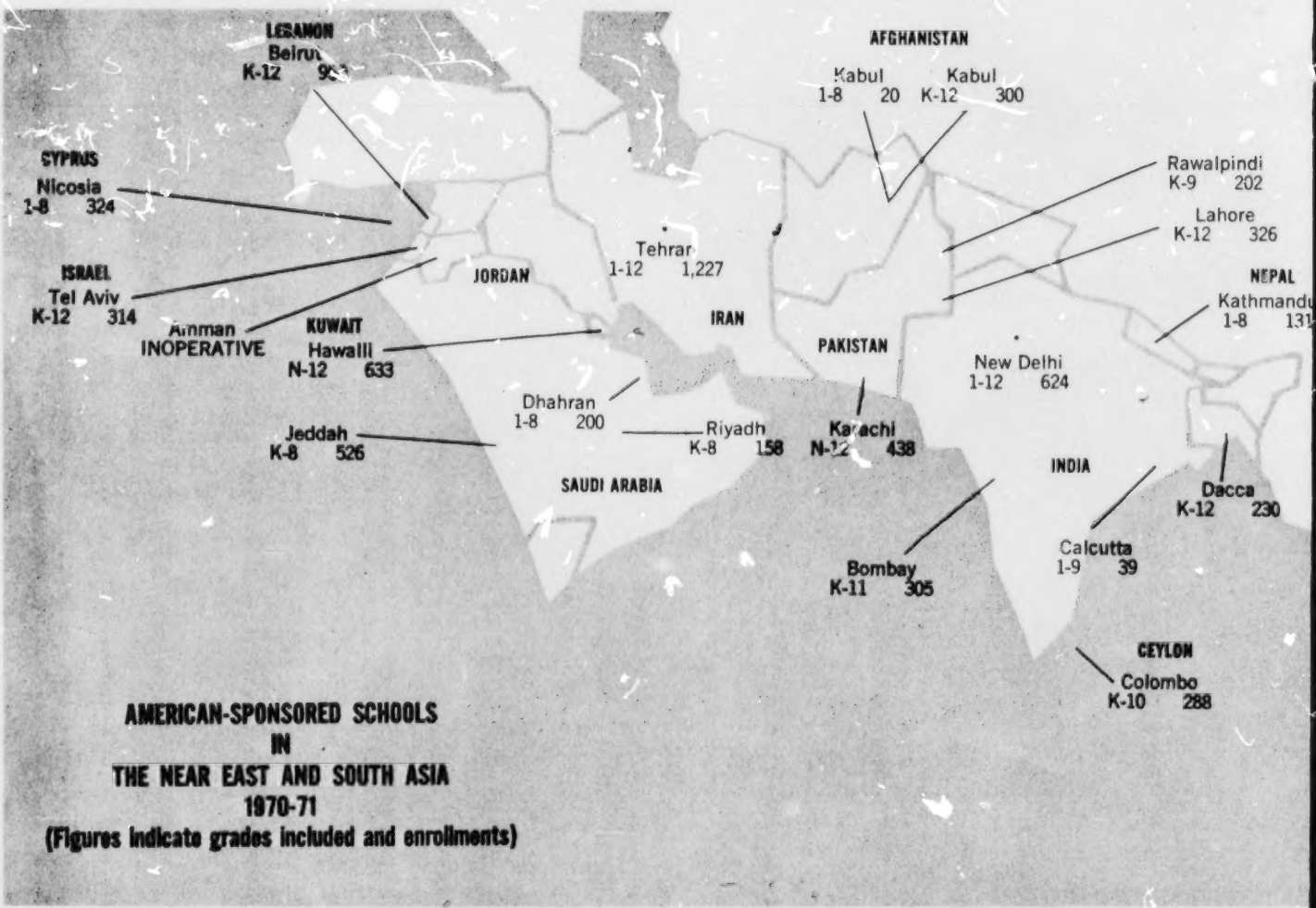
Chinese and American Boy Team To Win Science Fair in Kinshasa, The Congo

Each year the American School in Kinshasa sponsors a science fair displaying student work to members of the community. The most recent winners were two eighth grade students, one American and one Chinese, working together to present a display of mathematical models.

Pupil-To-Pupil

Many of an American Child's Classmates in an American-Sponsored Overseas School Are From Some Other Nation





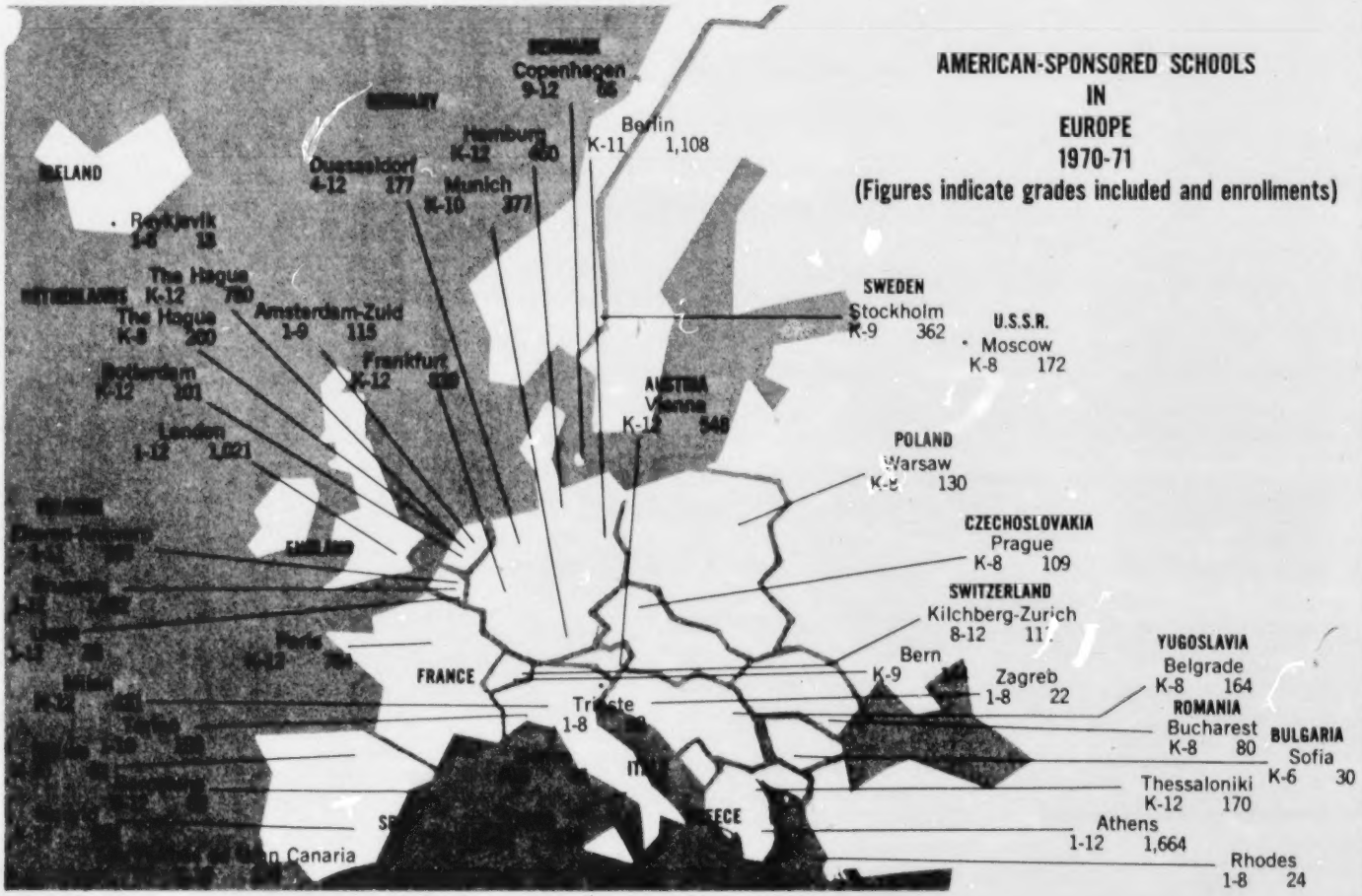
AMERICAN-SPONSORED SCHOOLS
IN
THE NEAR EAST AND SOUTH ASIA
1970-71
(Figures indicate grades included and enrollments)

Bridges are important.
it was
the emptiness
that hurt
so much that year
building bridges
holding hands across
a void—
great chasms of
indefinite emotions
to cross
with no-
one on the other
side
there was a girl
who'd been through it
all before
and a boy who learned
my name
but i got lost
somewhere
in-between.

Nadra Holmes
American
American Community School in Beirut

"American educators agree on the need to teach for an understanding of other cultures. This general purpose of all schools can be achieved most fully in overseas schools which use their unique opportunities to provide their students with direct and vivid experiences in learning about cultures other than their own."

William G. Carr
President
World Confederation of Organizations
of the Teaching Profession


AMERICAN-SPONSORED SCHOOLS
IN
EUROPE
1970-71
(Figures indicate grades included and enrollments)
Copenhagen
9-12
Berlin
K-11 1,108
Hamburg
K-12
Duesseldorf
4-12 177
Munich
K-10 377
Reykjavik
1-8 13
The Hague
K-12 780
The Hague
K-8 200
Amsterdam-Zuid
1-9 115
Frankfurt
K-12
Rotterdam
K-12 101
London
1-12 1,021
Paris
FRANCE
Trieste
1-8
Las Palmas
Gran Canaria
SWEDEN
Stockholm
K-9 362
U.S.S.R.
Moscow
K-8 172
AUSTRIA
Vienna
K-12
POLAND
Warsaw
K-8 130
CZECHOSLOVAKIA
Prague
K-8 109
SWITZERLAND
Kilchberg-Zurich
8-12
Bern
K-9
Zagreb
1-8 22
YUGOSLAVIA
Belgrade
K-8 164
ROMANIA
Bucharest
K-8 80
BULGARIA
Sofia
K-6 30
Thessaloniki
K-12 170
Athens
1-12 1,664
Rhodes
1-8 24

Laboratories for international understanding—

The American-sponsored schools are small enough to encourage the warm human relationships that are fundamental to the development of deep understanding of the universality of mankind's primary needs.

Individual classrooms generally enroll fewer than twenty-five pupils and it is not unusual to find as many as nine or ten nationalities represented in a single classroom.

Typically, a Child at An American-Sponsored Overseas School Attends a Small School of Two or Three Hundred Pupils With Students From About Fifteen Different Nations.

Region	Number of Schools	Enrollment			Mean number of third country nations represented at ea. sch.
		Range	Median	Mean	
Africa	23	16 to 760	142	209	13.4
Near East-South Asia	23	12 to 1837	289	402	15.9
Western Europe	29	23 to 1108	125	346	14.3
Eastern Europe	7	17 to 186	123	105	16.9
Latin America	42	31 to 2115	581	639	13.8
East Asia	16	15 to 3489	381	789	16.2
World		12 to 3489	278	459	14.6

"I want to tell about Osnat [of Israel] and me [Hadja, of Egypt]. At home our countries are enemies and sometimes at war. They are not friendly. But here at school Osnat and I are friends and like each other very, very much."

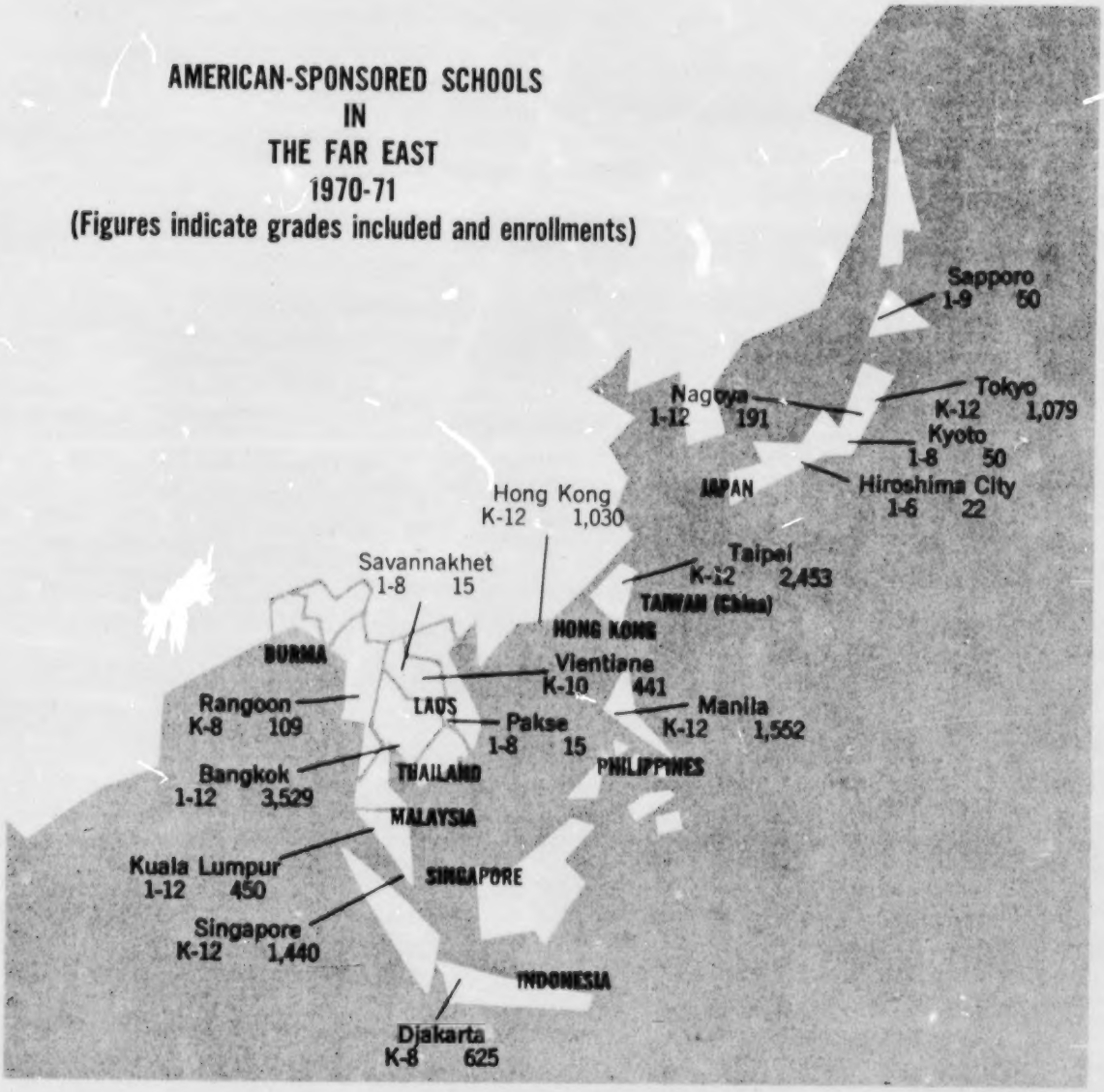
From a tape-recorded letter made by third grade students at the American School in Belgrade, and sent to the third grade of their partner school in Pittsford, N.Y.

"I am a Peruvian student who has studied at Roosevelt since Kindergarten. I have never gone to the United States, but I feel I already know it since my environment is greatly made up of American boys and girls.

"Most of the time communication between nations is very difficult since cultural, language, educational and ideological barriers always exist. An education which not only teaches you facts but also helps to eliminate these barriers between boys and girls of two different countries, Peru and the United States, will lead to better understanding between the nations in the future, when our generation will be influential in world affairs."

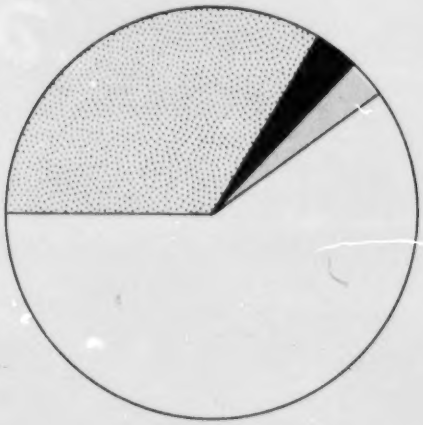
Peruvian
Grade 10, Colegio Franklin Delano Roosevelt

AMERICAN-SPONSORED SCHOOLS
IN
THE FAR EAST
1970-71
(Figures indicate grades included and enrollments)



More than two thousand host-country youth attend the 130 American-sponsored schools with the aid of scholarships provided from local sources and U.S. Department of State grants. Care is taken to ensure that scholarship grants go to a cross-section of the host-country population.

Non-United States Children Enrolled in American-Sponsored Overseas Schools, and Occupation of Their Parents.



Third Country Nationals		
U.S. Employed	Total	1,086
Others	Total	9,876
Host Country Nationals		
U.S. Employed	Total	657
Others	Total	17,617
		29,236

These non-Americans learn not only English, but also become familiar with American customs and with American philosophy and methods of education:

"I would like to say a few words before I leave school. This is my second and last year in an American high school, and surely this year is the turning point of my life. Fortunately, I am in a school which has provided me with the kind of education and precious experience which I never had before and it has prepared me for both work and further study. It has changed my whole attitude and personality in a short year's time. So I sincerely hope that those remaining behind to continue their education will find HKIS as rewarding as I have."

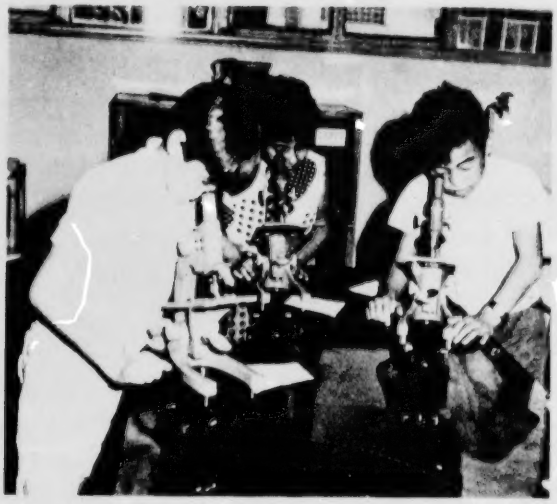
Chinese
Grade 12, Hong Kong International School

"Educational exchange can turn nations into people, contributing as no other form of communication can to the humanizing of international relations. Man's capacity for decent behavior seems to vary directly with his perceptions of others as individual humans with human motives and feelings, whereas his capacity for barbarism seems related to his perception of an adversary in abstract terms, as the embodiment, that is, of some evil design or ideology."

J. W. Fulbright, address delivered at the annual meeting of the Swedish Institute for Cultural Relations, December 5, 1966.

18

On the athletic field in Hamburg, Germany.



In the laboratory in Kuwait.

On stage in
Managua, Nicaragua.

Cooperative effort
at ASIJ, Japan.

Teacher and pupils join the search in the library of the American International School of New Delhi, India.

Pupils at Union School in Port-au-Prince, Haiti, assist teachers in many ways. These library assistants feel their contributions to be really important.

Teacher-To-Pupil

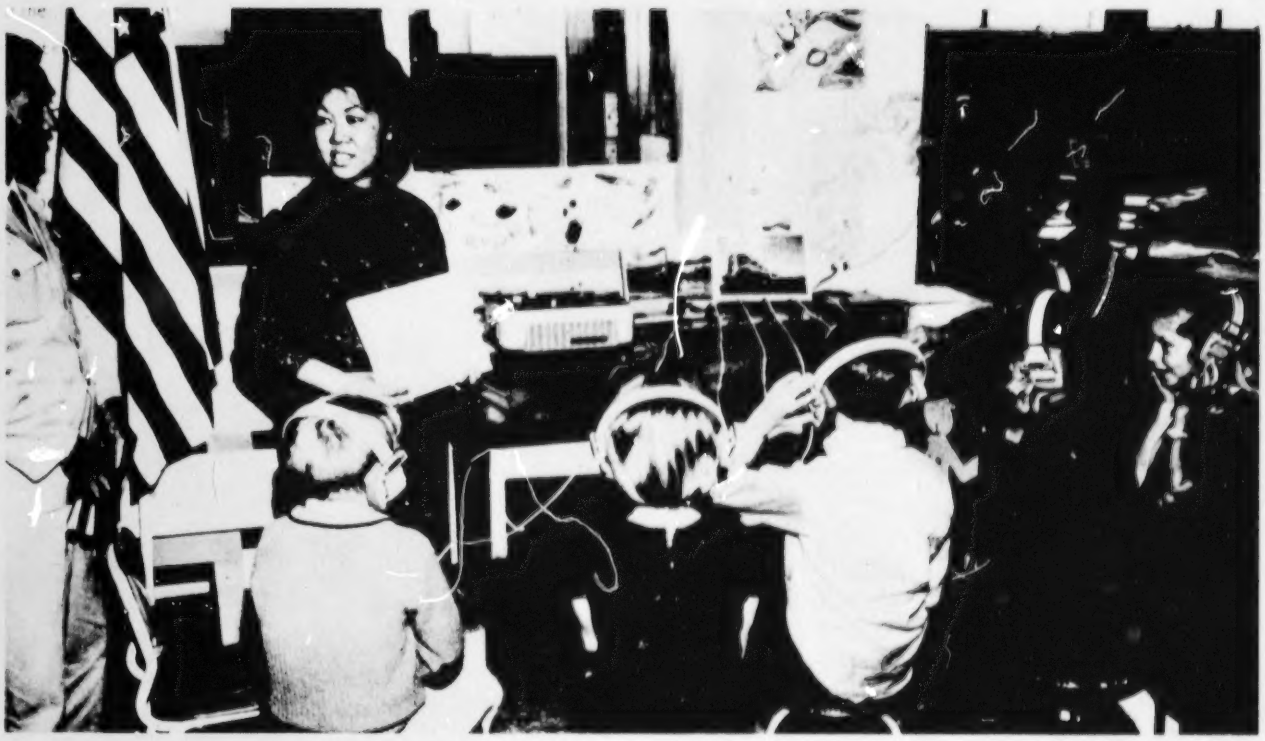
"Now I know more about my teachers: How uncomfortable they can feel up in front of a class; how disagreeable the job can be at times; how self-controlled she must be when helping us to learn."

2,711 U.S. teachers must learn about the customs and values of many nationalities before they can function effectively in international classrooms. They participate in learning while guiding their students in the study of their host country. Often both teachers and pupils are learning from host-country pupils.

2,427 foreign nationals enter the child-centered U.S. classroom, adopt new methods, master new subject matter, experience new technology, while contributing to children's knowledge.

"As parents of a college senior, at Johns Hopkins University, who spent eight years in South America, our hats are off to the American School in La Paz, Bolivia, the American School in Rio de Janeiro, Brazil, and the American School in Recife, Brazil, where our son was graduated in a small class of eleven students. This year he graduates from Johns Hopkins near the top of his class and initiation into Phi Beta Kappa. We thank all those who work with young people and fight the educational battle overseas—you are doing a rewarding job!!"

Taipei American School, Taiwan



American School of Manila, Philippines

American School of Vientiane, Laos

The Commission discovered that the practice of employing host-country nationals as teachers is nearly universal among the 130 American-sponsored overseas schools. These individuals provide a very important link between American and third-country nationals and their new host community. Host-country nationals are usually employed to teach the language of the country and to serve as supplementary teachers in the social studies program; teaching the history and culture of the community.

The schools employ many third-country nationals. Thus we find elements of the British nursery school program, Japanese proficiency in mathematics, the Nufield science program, the vitality of the Australians and the scholarship of the Europeans affecting the curriculum both formally and informally. It is not uncommon to find highly qualified college and university personnel serving the American-sponsored school on a part-time basis—especially in the Latin American nations.

Americans who go abroad to teach in these schools are generally well qualified young men and women who characteristically possess an insatiable curiosity and unbounded vitality to accompany it. Their enthusiasm is infectious. Their influence on their youthful charges is positive.

Irrespective of nationality, the pupil in the American-sponsored school finds himself surrounded by cultural influences from every point of the compass. He learns respect for the customs and values of others. He learns that individuals defy the stereotypes that he has acquired through lack of knowledge. Untold new sources of cognitive knowledge unfold for him while every conversation, competition and social activity provides its affective impact. Empathy may be difficult, if not impossible, to teach, but in these laboratories of international understanding it is learned.

The Commission found evidence that the introduction of new types of instructional organization in Taipei, Tokyo, Bangkok, New Delhi, Rome, Rio de Janeiro, Mexico City, and elsewhere, enhanced the affective influence of this cultural mix by creating more opportunity for interaction between teacher and pupil.

The Commission notes that the American-sponsored school comes naturally by this rich learning resource which schools in the United States pay dearly to create through teacher exchanges, teaching ambassadors and other programs which are expensive in terms of both dollars and the administrative time required to make the arrangements.

Teacher-To-Teacher

The daily associations involved in planning learning experiences, consulting about individual learning problems, seeking interpretations of new learning materials, mastering new techniques and new teaching technology contribute to a unity of spirit and purpose in a multi-national faculty. Several members of the Commission had visited extensively among the American-sponsored schools, but even for them it was impossible to assess the impact and import of these informal associations among 5,138 teachers and administrators drawn from 60 nations.

More objective evidence can be found for the impact of formal faculty meetings and workshops directed toward the initiation of the multiplicity of methods and use of the numerous resources employed in the American approach to more individualized learning experiences.

For ma[illegible]of the 2,427 teachers from other nations, teaching in an American-sponsored school is a first experience in focusing upon the needs of the individual pupil through diagnosis of learning needs and prescription of individualized learning experiences. *The Commission endorses this "on-the-job" method of spreading the knowledge of the application of learning theory to the four corners of the world.*

The 2,711 U.S. citizens teaching in the American-sponsored schools learn as much as they teach. Innumerable American teachers attest to the personal change that has resulted from their lengthy associations with colleagues from other nations. Again, it is difficult to assess the full meaning of the changes. The individual expresses his feelings in terms of a "Gestalt" and even he is unable to sort out all of the cues and elements. When queried, responses range from the generalization, "I have lost my provincialism"; to the statement, "I have a new appreciation of the term *mankind*"; to the observation, "I understand my own country better as a result of the experience."

Every member of the Commission reported personal associations with individuals who have served in overseas teaching roles. It is the consensus of the Commission that the presence of these individuals in stateside classrooms is making a cumulative impact upon the quality of education here in the U.S.

Through the leadership of the Office of Overseas Schools, U.S. Department of State, ways have been found to provide more formal learning experiences for multi-national groups of teachers drawn from the American-sponsored schools and their host nations. For purposes of this report we have chosen to describe two such programs: the Fifth National Science Foundation Summer Institute conducted by the University of Hawaii in Chofu, Japan, and the Institute to Improve the Teaching of Science conducted by DePauw University in Lima, Peru.

The NSF Institute in Lima, Peru, involved 38 individuals. Sixteen were United States citizens and 22 were Latin Americans. In all, 13 countries in South and Central America were represented. The DePauw University report indicates: "In addition to the primary purpose of providing a program in science, the stimulating cultural exchange between United States citizens and those of Latin America combined to make this Institute a truly international experience."

The quest for opportunity for further education has led a number of U.S. institutions of higher education to extend their services to the teachers of American-sponsored overseas schools. Administrators of the overseas schools have given their time and efforts to making the physical arrangements for such inservice programs. Colleges and universities have demonstrated their flexibility in making credit courses available to host- and third-country nationals. The Commission examined noteworthy programs conducted by the University of Alabama in Latin America, Michigan State University in Latin America, Europe and Asia; the University of Maryland in Europe and the Far East, and Peabody College for Teachers in Athens, Greece.

During the summer of 1970 representatives of 28 colleges and universities with overseas programs for student teaching met at Moorhead, Minnesota, under sponsorship of the Association for Teacher Education to compare their experiences. This evolving involvement of prospective teachers in student-teaching activities at the American-sponsored overseas schools adds another dimension to the intercultural contributions of these schools. *The Commission encourages greater communication among institutions carrying out such projects, the examination of the potential for increased cooperation through consortiums, and further exploration of the potential for employment of the supervisors of such programs in providing inservice offerings to the teachers in the American-sponsored schools and the host-nation schools.*

The Commission noted with great interest and admiration the contribution made by the teachers of the American Community School in Athens, Greece, through seminars in technology and methods for teachers in the national schools. While the Commission feels that a recommendation for such programs in each of the American-sponsored schools would seriously overtax existing resources, the American Community School's exemplary program points the way to intriguing possibilities if sufficient resources can be made available.

In writing of the Chofu Institute one of the participants said: "NSF participants included DOD school teachers from Taiwan, Okinawa, Philippines, Japan and American State Department school teachers from Laos, Singapore, Hong Kong, Korea, Thailand, Guam and Saudi Arabia. There were also eleven scholarship-awarded Japanese science and math educators. It was a strange mixture of faces and languages. However, as school progressed it became a beautiful blend of friends to be remembered for a long time to come. Complete with excellent instructors and aids in math, physical and biological sciences from the University of Hawaii in Honolulu, the Pacific area was well represented . . ."

Curriculum Development

Two principles fundamental to curriculum development: (1) relevance to the needs of the individual, and (2) relevance to the needs of the community, pose both problems and challenges to the American-sponsored overseas school.

The pupil population of these schools is characterized by its multi-nationalism, its transiency and its ambivalence as to community identification.

The parents of American pupils have an overriding concern that their children be prepared to transfer back to a stateside school without losing ground, or that they be prepared for entering a U.S. college or university. Parental perceptions of the real requirements for such transfer or entry is often clouded by lengthy absence from the United States, lack of communication and great anxiety—perhaps a feeling of guilt over what they may be doing to their children. Thus, accommodation of the U.S. pupil takes first priority in curriculum development, accommodation of other nationals is sometimes an afterthought.

The transiency of the pupil poses some problems that are unique to the overseas school. The pupil experiences both instructional discontinuity and cultural discontinuity. There is a growing body of evidence that many of the youth graduating from these schools do experience serious adjustment difficulties when they return from overseas to enter directly into college in the United States. The Commission notes that professionals at Michigan State University have begun research into these adjustment problems as they affect Americans. *The Commission feels that having accepted a responsibility for accommodating other nationals in these schools, we should be equally concerned about researching the effects of discontinuities on their lives and academic progress.*

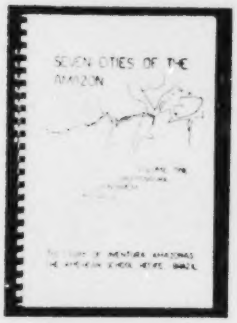
Many of the American-sponsored overseas schools have undertaken the individualization of instruction as a means toward the diagnosis of pupil learning needs and the prescription of learning activities that will compensate for the discontinuities in their academic progress.

Pupils in Taipei use programmed and automated materials in individualized learning programs.

Several of the overseas schools have sought newly developed materials for the teaching of English as a second language. Materials developed for use with minority groups in the United States are finding application to the overseas situations. This in part is a help to other nationals who must adapt to instruction given almost entirely in English.

The Commission observes that little attention is given to assisting children to cope with change; neither in stateside nor overseas schools. This may be in part due to our overriding concern with cognitive learning or to the fact that we have not sought the assistance of anthropologists, sociologists and psychologists in an examination of the problem and the alternatives for its alleviation. Adaptation would seem to be a key to happiness and a good learning climate in the overseas situation.

A number of the overseas schools have seen study of the host community as one means for both motivating pupils and assisting them with adjustment problems. Parents are somewhat reassured about the time spent in such study when it is explained to them that greater emphasis is being placed on learning how to learn than on the acquisition of specific cognitive knowledge in today's programs at both common school and collegiate levels. There is great content flexibility in the teaching of the humanities and communication arts at the elementary and secondary levels.



A field trip on the Amazon results in student produced learning aids in Recife, Brazil.

The multi-national student body contributes to the curriculum at the Anglo-American School in Moscow, U.S.S.R.

The Commission noted with great satisfaction the quality of curriculum materials developed in Taipei, Tokyo, Sao Paulo, Mexico City and Athens. Efforts to establish curriculum and materials development centers such as those initiated by Kettering Foundation's /I/D/E/A/, with funds raised through the efforts of the Overseas Schools Advisory Council, should be supported and extended. Student and teacher participation in the development of materials has contributed a relevancy that is sometimes missing from materials prepared by scholars and made available through commercial channels. Such materials should be useful in stateside classrooms and will be important resources in modern school media centers as support for individualized instruction.

Local artifacts become important curriculum resources in the American Community School of Lagos, Nigeria.

The Japanese language is an important study for the pupils of the International School of Kyoto, Japan.

The American traditions of close ties between school and community are evident among the activities of the American-sponsored overseas schools. Such activities range from the discovery of learning experiences in the host community to opening the school to provide learning experiences for the community.

It would be natural for foreigners in a foreign environment to close ranks and isolate themselves from the strangeness of their surroundings. *The Commission discovered, to the credit of all concerned, that this is not often the case where the clientele of the American-sponsored schools are concerned. Usually the school becomes a catalyst, a bridge, for the development of understanding.*

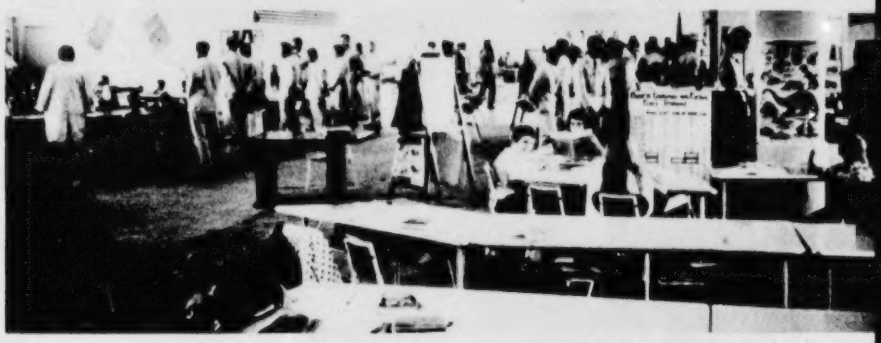
The American School in Karachi is pioneering the development of vocational education programs in overseas schools, in cooperation with overseas businesses. Facilities and instructional personnel are provided by the companies. In return, overseas businesses can expect to hire some of the graduates of the school, who will already have a basic knowledge for their job and the knowledge of English required for further training.

School-To-Community

The first course developed consisted of an introduction to automotive systems, based on a course to train service station employees. It aimed to give each student a practical knowledge of automobile mechanics, and included work in classrooms and demonstration laboratories.

Upon completion of the classroom portion of the training, students observed and assisted trained mechanics in actual tune-up and minor automobile repair.

The program is now expanding to include instruction in computer languages and commercial shipping, and courses in some aspects of the airlines industry are being developed.



Six groups of fifty Chinese teachers, administrators and counselors observed at the Taipei American School during the past school year. Observations of teaching methods at the school are required of all advanced students at the Chinese Teachers College.

"We are in the fifth grade at the American School of Algiers. Since September we have been keeping records of rainfall, temperature, and barometer readings. We have made charts and have recorded the totals and averages on graphs. October had the most rainfall. This rainfall was the cause of great floods in the Sahara Desert.

"The people in the flooded areas have suffered a great deal. Whole towns have been washed away or severely damaged. 75,133 people were left homeless. Many are still living in tents. The heavy rains caused dry lake beds to fill up and spread into surrounding areas. People died, some disappeared, and many suffered from diseases. Thousands of wells, bushels of dates, and miles of roadway were either destroyed or damaged. A student in our class visited the flooded area and said, 'All I could see in some places were the tops of telephone poles and water.'

"Our class tried to help the flood victims in the desert. We gave money, clothing, shoes, boots, blankets and canned food. We packed them in boxes and sent them to the Algerian Red Cross, which is called the Red Crescent. We gave the most supplies of all the grades in our school. Mr. Boubrit, the director of the Red Crescent, came to our class to thank us for our help and concern."

The American School in Asuncion invites Paraguayan teachers to participate in seminars conducted by prominent American educators, and to observe many of the ideas discussed, such as team teaching, non-grading, and independent study, at the school.

An examination of the Office of Overseas Schools records of annual reports made by the administrators of the American-sponsored overseas schools conducted by the Commission staff revealed a wide range of community involvement by administrators, teachers, parents and pupils.

Cooperation with host-country pedagogical institutions, frequently serving as laboratory schools and accepting both observers and student teachers;

Seminars and workshops for host-country teachers;

Open house programs;

Student participation as teachers in local adult education programs;

Library open to the host community;

Frequent dramatic and musical productions open to the community;

School plant and equipment serve as models for the local schools;

Student dramatic productions, musicals, art exhibits, and inter-scholastic athletic events open to the public;

Exchange of assembly programs, science fairs, gymnastic programs, student visits to host-country schools;

Preparation of bilingual secretaries through special programs;

Special United Nations Day programs;

Special summer school programs open to host-country pupils;

Summer recreation programs;

Consultant services to ministries and local schools, assistance to local schools in testing and counseling, and

Emergency and charity drives, sponsorship of scout groups, sharing of textbooks.

The Commission regrets that it is impossible to recognize in this report, each overseas school for the contributions it is making. The Commission notes that every school reported some involvement with the host community through the kinds of activities reported here. We applaud the efforts of Americans overseas toward carrying the traditions of community involvement to their temporary homes. The initiative taken by the clientele of the American-sponsored overseas schools is making them demonstration centers.

Parent-To-Parent

The Parent-Teacher Association, complete with "Pot Luck Supper" has become an international institution. For the foreign national who has never before been welcomed to such fraternization and discussion of the school program it is a strange but welcome experience.

For example, at the Lincoln School, Buenos Aires, parents of many nationalities work together toward the common goal of promoting the welfare of children enrolled in the school. Because the school is private, money-raising activities are vital. However, many of the fund-raising activities, such as dances, pot-luck dinners [another American institution] and a bingo night, offer opportunities for parents to both work and play together. Many of the child services and community activities an American parent takes for granted do not exist in Buenos Aires. The PTA fills this gap as well as it can, providing summer crafts and sports programs and sponsoring such activities as scouting and Little League. In providing these services, parents are not only learning about American institutions, but about each other, and how to work with people of many cultures.

School-To-School

The Commission identified three types of interschool relationships in practice by overseas schools. Many of the overseas schools relate to the host-nation schools through athletic contests, school visits and pupil exchanges. More recently, the practice of interschool activities among the American-sponsored schools has sprung up. One example of this is the description of a Model United Nations Assembly sponsored by the International School of the Hague as reported in the student newspaper of the American Community School of Beirut:

> A model United Nations conference for students from international and American schools abroad took place in the Hague, the Netherlands, in January [1970]. The International Relations Club sent five delegates, three of whom represented Lebanon and two of whom represented Syria. The conference included 314 students from 91 countries. Many speeches were given in the native languages of the country represented, and translated into Engish.
>
> On the second and third days, the delegates met in one of the six committees to discuss such problems as Apartheid, the Extension of Women's Rights, the Refugee Problem and Disarmament. Then, for a day and a half, the General Assembly met to debate and vote on the resolutions passed by the committees. The five days of meetings were climaxed by an international banquet followed by speeches delivered by the United States ambassador to the Netherlands and music by a Dutch rock band.
>
> The model U.N. provided a wonderful opportunity to acquire an understanding of some major world problems and the difficulties involved in solving them. It also provided an opportunity for everyone involved to meet new people of different backgrounds and to become more informed and open-minded citizens.

The *Taj Times* of the American International School of New Delhi reported extensively on their first attempt to host an intercultural conference of the American-sponsored schools of South Asia early in 1971. An emphasis was placed upon sharing knowledge about the cultures of the nations represented and a study of the problems uppermost in the concern of governments. Ample time was provided for competitive athletics, drama, social activities and discussing student problems.

A/OS - AASA

The most common School-to-School program reported was that sponsored by the Office of Overseas Schools with the assistance of the American Association of School Administrators. Seventy-two such School-to-School pairings with school systems in the United States were in existence during the school year 1970-71. Stateside school systems involved varied from medium-sized suburban schools, to large cities and in two cases programs were centered in the Catskill Area School Study Council representing 36 small school systems, and the Genesee Valley School Development Association representing 77 school districts in the Rochester, New York, area.

Bucks County teachers work with Indian consultants during a five-week seminar centered at the American International School in New Delhi.

Several of the School-to-School programs have involved the study of foreign cultures and the preparation of curriculum materials. An example of this is found in the activities of the partnership between the schools of Bucks County, Pennsylvania, and the American International School of New Delhi, India.

The thirteen superintendencies of Bucks County sponsored a five-week seminar "Contemporary India" in New Delhi for fifteen secondary teachers and three school board members during the summer of 1970. Personnel of the American International School of New Delhi assisted in making both program and physical arrangements.

The teachers and board members lived in the school dormitory, studied under the direction of numerous experts on aspects of Indian life, and traveled widely in northern India. A special effort was made to see that every seminar participant became well acquainted with at least one Indian family.

During the time the seminar was being planned a proposal for a grant to provide for an Indian cultural consultant was prepared and submitted to the Institute of International Studies of the U.S. Office of Education. Since their return from India the group has been working, with the assistance of a Fulbright Fellow from India, to turn their experiences into units of study for use in the World Culture classes required of all Pennsylvania high school students.

A group of twenty-five Bucks County elementary teachers will return to India during the summer of 1971. Their seminar activities will include travel and study in the areas of southern India and their experiences have been planned to complement those of the group of secondary teachers. The Institute of International Studies has arranged for extension of the services of the Fulbright Fellow to assist the combined groups in the preparation of K-12 curriculum materials during the school year 1971-1972. The seminar will be partially financed through a grant from U.S.-owned excess foreign currencies.

Small grants from the Office of Overseas Schools enabled representatives from Bucks County to do on-site planning for the seminars at the same time as providing inservice assistance to the faculty of the American International School of New Delhi.

The Commission cites this exemplary project for its wise use of a multiplicity of resources coordinated to provoke change in both the knowledge and behavior of classroom teachers and to stimulate the production of relevant curriculum materials.

End of the year reports from 48 School-to-School partnerships for the school year 1969-70 revealed a diversity of activities:

Overseas schools reported activities in support of the development of international studies at the stateside partner schools as follows:

Overseas Schools Reporting	Activity
28	Information programs sent
19	Films, slides, recordings sent
24	Artifacts of host country sent
11	Study units developed and sent
9	Consultants provided
8	Teachers sent on exchange or sabbatical
3	Students sent on exchange or visit

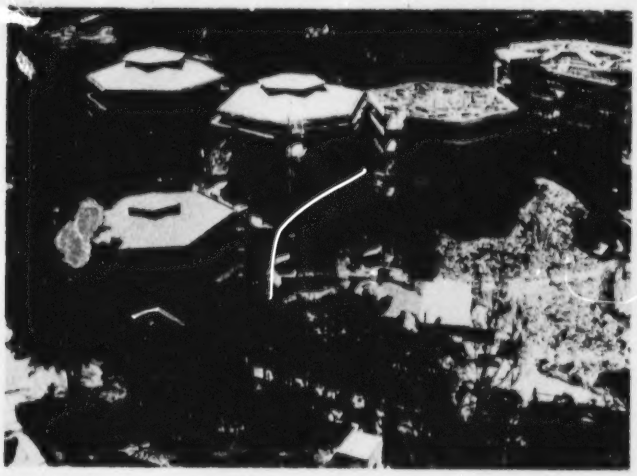
Stateside school systems reported activities in support of programs of their overseas partner as follows:

Stateside Schools Reporting	Activity
42	Curriculum materials sent
29	Consultants provided
23	Teachers sent on exchange or sabbatical
35	Assistance in recruitment of staff
8	Assistance with policy development
2	Other assistance (library, typing, physical educ.)
8	Assistance toward accreditation
24	Assistance with teacher inservice education
20	Evaluation of existing programs

The twenty-four stateside partners providing help to their partners with teacher inservice education included programs as follows:

Number of programs conducted	Instructional Area
10	Reading
7	Math
9	Science
9	Language Arts
6	Social Studies
11	Other
52	Total programs in 24 overseas schools

Over the period 1967-71 the Escola Graduada of Sao Paulo, Brazil has regularly sent teams of Brazilian teachers to their partner schools in Westchester County, New York. The Brazilian teachers have worked in classrooms, prepared materials of instruction and learned about America, Americans, and the Westchester County schools. Well defined multiple resource units of instruction have been developed.



"In April of 1966, the Corpus Christi Public Schools, Corpus Christi, Texas, and the Escola Americana, Rio de Janeiro, Brazil, were first associated in the School-to-School Project. At that time the Escola Americana was in the process of constructing a new school building. Through the use of these new facilities, the leadership of Escola Americana hoped to develop a demonstration center for team teaching and non-graded education in South America.

"The matched school system, therefore, established as one primary goal of their cooperative program the preparation of the instructional staff of Escola Americana in the implementation of team-teaching approaches using flexible space arrangements. Since the Corpus Christi Public Schools had initiated a program which utilized open space building design, team-teaching, and the concept of continuous progress, it was felt that Corpus Christi personnel could assist the Escola Americana in the implementation of this program.

"In designing the new school, the staff of the Escola Americana was working with the Stanford University School Planning Department. Corpus Christi personnel met with representatives of the Stanford University School Planning Department to advise them of their experiences concerning such a continuous progress team-teaching program as the one planned by Escola Americana. This meeting was followed by visits to the Escola Americana by Corpus Christi staff members to lead staff development programs for lower and upper school teachers. These programs dealt with continuous progress, team-teaching organizational patterns such as the one operating in the Corpus Christi district, and the use of flexible space for the provision of varied grouping patterns.

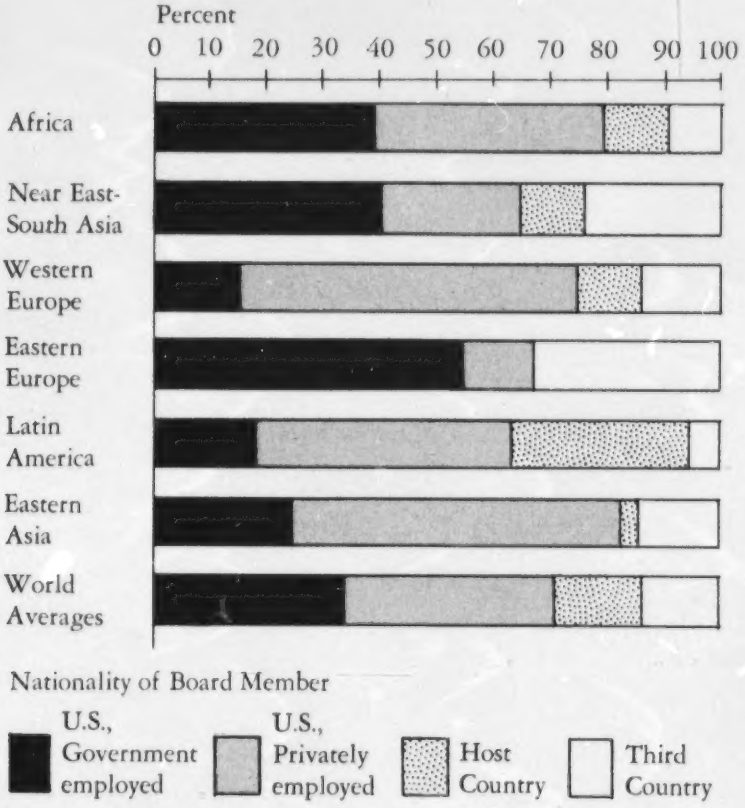
"Selected teachers from the Escola Americana then visited the Corpus Christi Public Schools to obtain on-site experiences in the implementation of these innovations. Following these visits the staff of the Escola Americana began removing interior walls between classrooms and initiating team-teaching programs in preparation for their move to their new facilities.

"The program should reach final fruition in September of 1971 when the Escola Americana begins the implementation of a co-operatively developed organizational pattern in a new facility which should serve as an innovative example to schools not only in South America but throughout the Americas."

The tradition of local control is rooted deeply in the history and philosophy of American education. The local involvement of the lay citizen in the establishment of educational goals, educational objectives and the policies governing the operation of local schools is a part of the warp and woof of the American value system. The concept of accountability to a local governing body for the results accruing from the efforts of a professional group is fundamental to the maintenance of an educational system that is responsive to a constantly changing society.

Adults From Many Nations Learn About Locally and Democratically Controlled Schools by Serving on the Boards of American-Sponsored Overseas Schools.

Board Of Education



The Commission found most of the overseas boards taking their policy-making role very seriously. While few of the individuals had ever experienced service on a board of education in the United States, they were utilizing the policy services of the National School Boards Association, the advice of their School-to-School partners, and the advisory services of the Office of Overseas Schools including special consultants provided through that office.

Service on the board of education of an American-sponsored overseas school does much to help the host- and third-country national understand the citizen responsibility essential to the success and maintenance of the democratic process.

Other Involvement

The mission of the American-sponsored overseas schools has gained support from a number of stateside institutions, organizations and agencies. In addition to colleges, universities, the American Association of School Administrators and the Department of State's Office of Overseas Schools, the work of other related groups should be noted.

Overseas Schools Advisory Council

In recent years a group of twenty-three executives of corporations with overseas interests has contributed its services to a Department of State Advisory Committee known as the Overseas Schools Advisory Council. During the period 1968-1970, the Council wrote annually to more than 500 American corporations and foundations urging their support on a "fair share" basis of those American-sponsored overseas schools attended by children of their employees. During the two-year period 1968-70 the efforts of the Council have made more than $850,000 of additional operating funds available.

/I/D/E/A/ (Institute for the Development of Educational Activities)

Kettering Foundation's /I/D/E/A/ has cooperated with the Overseas Schools Advisory Council to establish an Overseas Schools Project and has provided from its own resources a director, appropriate staff and facilities. /I/D/E/A/ administers the funds made available by the Council to support inservice activities, seminars, materials development, teacher and administrator recruitment, School-to-School programs and other services and materials as requested by the overseas schools.

AAIE

The Association for the Advancement of International Education provides a forum for international communication among the American-sponsored schools, their stateside partners and the community of professional educators. The annual meetings of AAIE, held in conjunction with the annual AASA Convention, focus upon the priority needs of the overseas schools and the development of programs to meet those needs.

In Summary

The Commission finds that American-sponsored overseas schools are, indeed, making significant contributions to intercultural understanding. The many, and exciting, instances of intercultural people-to-people relationships involving pupils, teachers, parents, school systems, colleges, universities and organizations combine to form a complex of activities focusing upon a fundamental social need to prepare youth for life in an increasingly interdependent family of nations.

The Commission compliments each of the individuals and organizations that has contributed so unselfishly of time and other resources to make this complex of activities possible.

Much more can and should be accomplished. The Commission hopes that this assessment of the intercultural contributions of these schools will provide visibility for efforts that might otherwise go unobserved at a time when negatives rather than positives dominate the news and demand our attention.

These schools deserve the finest teaching and administrative talent available. Those serving in the schools need the unfailing support of the professional community. School board members need recognition and support for their unselfish service to a worthy enterprise.

Support can come in many forms. More students need more financial aid than is now available. Programs and projects need more financial support if they are to be demonstrations of the best available in methods, materials and technology.

The already significant contributions by these schools can be increased manyfold. Can we realize the potential of such institutions for the preparation of youth to live in a more peaceful world?

Afterword

"The American Association of School Administrators has maintained an interest in American-sponsored overseas schools as a means for providing, to American children who live abroad, the opportunity for an education equal to that provided children who remain at home. One unique aspect of these schools is the multinational character and international setting which provide special opportunities for Americans to learn about others, and for others to learn about Americans.

"Independent, but democratically controlled by parents of the children enrolled, these schools have proved the adaptability of American education to new and diverse circumstances. They are developing accurate and realistic materials for the study of other countries, and are proving imaginative in finding methods to give these studies added impact. They are teaching young Americans languages seldom studied in American public schools. They are teaching English to children of many other nations. Any sound strategy for effective response to the realities we face in the world today requires the improved capacity to communicate with other societies which is achieved through such programs.

"Without being part of our official foreign policy, these schools contribute to it. Through exchange of personnel and students, through the School-to-School partnerships, and through other activities of the U.S. educational profession, the schools are exploring aspects of overseas programs which can be used profitably in stateside schools.

"These schools are important in convincing Americans to accept overseas positions. They are essential to meeting the nation's commitment to equality of educational opportunity for all its citizens. They are contributing toward the creation of a climate of mutual understanding and cooperation vital to the future of mankind. They are showing others how our schools function, and helping to develop ideas about education, democracy and freedom around the world. They are providing a pool of trained manpower for both the U.S. government and for U.S. firms overseas.

"The intercultural achievements surveyed in this pamphlet constitute a challenge to further development. The variety of ideas, approaches and techniques will pique the creative talents of those who have yet to discover the rich cultural rewards inherent in their situation. The successes which overseas schools have experienced will challenge stateside schools to improve programs and to take fuller advantage of their School-to-School partnerships."

Paul B. Salmon
Executive Secretary
American Association of School Administrators

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Intercultural Contributions of the
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Washington, D. C.